

information. How does one determine whether the content imparted by the instructor is up to date? This obviously must be done by the colleagues of the instructor, as Weaver states. However, this should not be done in a haphazard or casual fashion. To judge the effectiveness of an instructor, some of his colleagues must sit in on the instructor's class and hear what he has to say. This does not mean that they must sit in on each and every class the instructor teaches. It should be sufficient to sample just a few lectures. The instructor shall be given 2 or 3 weeks' notice that he will be visited by some of his colleagues who are going to judge him on the content of his material. I fully realize that this suggestion violates the basic tenet of the sanctity of the classroom. However, it is about time that this dogma was discarded or at least placed into proper perspective. I see nothing wrong with having one's colleagues sit in his classroom to hear his lecture several times a semester.

In summary, I think it is necessary to obtain reliable measures of student judgment of the communication process and colleague judgment of content of material before one is able to evaluate the effectiveness of an instructor.

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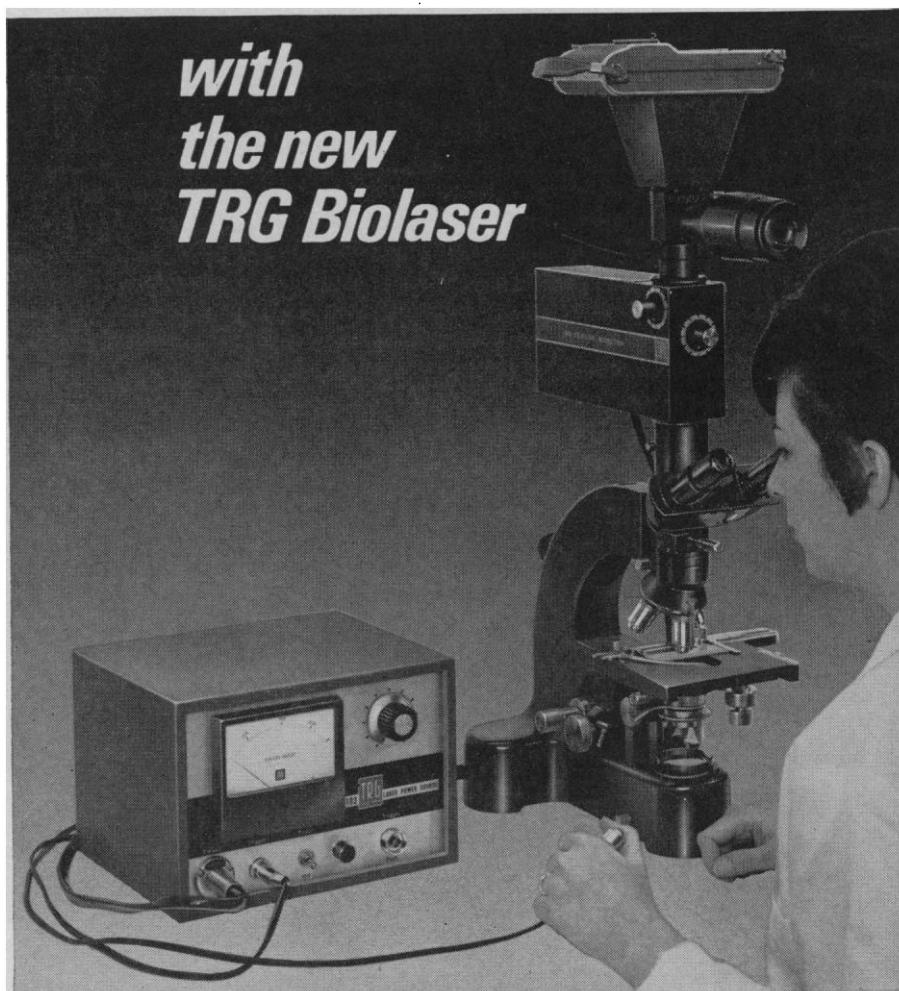
Hardy and Weinberg Principle

Bensinger's letter (11 Nov., p. 725) took issue with the implication that increasing medical care, by allowing carriers of undesirable traits to reproduce, will lead to an increase in the proportion of the population carrying those traits. His quotation of the Hardy and Weinberg principle neglected the provision that mutations must be absent or very infrequent for the principle to hold. In the past the number of carriers of diabetes remained more or less constant because they were strongly disfavored due to early mortality, thus offsetting the new mutations which appeared in each generation. Now that carriers may survive and reproduce, the number of carriers will increase because mutations continue to occur.

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